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ABSTRACT

Techniques for effective communication are presented in a work style handbook for use by adults with little or no English language skills. Minibook A is composed of some learning activities in the form of games that provide language drill and encourage group rapport. They accommodate students' diverse learning styles and provide flexibility in multi-level classes. The minibook was field-tested with more than 150 adult non-native speakers, aged 18 to 63, in a series of seminars and workshops for job skills and personal effectiveness training. Contents include: (1) "Getting To Know You, Getting To Know All about You" (interview and social language); (2) Feedback for Fun and Profit (active listening, listen/report/do); (3) Please Show Me: A TPR Task-Shadowing Game; (4) Summary of Mainstream English Language Training (MELT) Competencies; and (5) tear-out masters for photocopying. Each chapter is organized with explanations and directions for the teacher, followed by game pages for use with students. Game pages are identified for beginning, intermediate, and advanced levels. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Ideas at Work

Techniques for Effective Communication

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The Work Styles ® Series

Ideas at Work

Techniques for Effective Communication

Giving Feedback And Asking For Clarification

The Work Styles® Series
Minibook A

Compiled by Shirley Brod

FL 800 689

© Spring Institute for International Studies
Wheat Ridge, Colorado

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PREFACE

The staff of the Spring Institute for International Studies has field-tested the materials in Minibook A with over 150 adult non-native speakers in a series of Work Styles seminars, sixty-hour, two-week intensive workshops for job skills and personal effectiveness training. The students were refugees from Southeast Asia, Africa, the Middle East, and Eastern Europe. They ranged in age from 18 to 63 and in education from illiterate to post-university. Some had never held a job; others had worked successfully at several careers before coming to the U.S. Some had very few English skills; others were fairly fluent. The only commonalities were that they were refugees and that they were unemployed -- and that they were in our classroom for six hours a day for ten days. Using a variety of exercises and activities allowed us to meet the needs of the students and the demands of the curriculum.

Minibook A is composed of some of those learning activities in the form of games. A game format was not, of course, the main thrust of the Work Styles curriculum. Games were used frequently, however, to provide drill in a pleasant atmosphere, to encourage group rapport, to vary the kinds of methods that were being used in order to accommodate the students' diverse learning styles, and to provide flexibility in what can certainly be called a multi-level class organization.

Our students have enjoyed the activities in this little book and have learned through them. We hope you and your students will profit from them also.

IDEAS AT WORK

The Work Styles Series
Minibook A

TECHNIQUES FOR EFFECTIVE COMMUNICATION
Giving Feedback and Asking for Clarification

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NOTES:

Each chapter of Techniques for Effective Communication is organized with explanations and directions for the teacher, followed by game pages for use with students.

"Please Copy Me" Game Pages

In using these games we have found that color prevents confusion in passing out materials. Throughout the book, beginning level is purple and goldenrod, intermediate level is blue and gray, and advanced level is green and yellow. We encourage you to use color copies with your students, if possible. Color pages do not make good masters for photocopying, however, and for that reason we have also included white master copies for use in photocopy machines. The masters for all the games pages are located in a tear-out section at the end of the booklet. Several grids are printed two times on a single master, with the duplicate upside down, to help you save paper in copying. Just cut them apart to form two copies.

Mainstream English Language Training (MELT) Project Footnotes

MELT Core Curriculum competency designations have been noted in footnotes and summarized on the last two pages to assist those individuals and programs which have a competency-based curriculum utilizing material from the MELT Project of the Office of Refugee Resettlement.

Techniques for Effective Communication is the first in a series of Work Styles minibooks. Minibook B, Application Aptitudes, and Minibook C, Interview Insights, will be available soon.

ENJOY!

I. "GETTING TO KNOW YOU, GETTING TO KNOW ALL ABOUT YOU"
...through interview grids.

Creating a classroom environment of cooperation, trust, and support greatly facilitates learning (and keeps students coming back for more.) Helping our students to see how that can happen, and how to develop their own social coping skills at work and in the community, can open doors on the whole acculturation process. Obviously, getting acquainted with fellow students or co-workers is a first step.

Interview grids are a good way to begin a new class or enliven an old one. The following grids, one for each student in an interview pair, are at beginning, intermediate, and advanced levels. The intermediate level grid may be used with a beginning group if, for example, the students are told they need report only three things they learned about their partners. The following grids represent just a few of the formats which can be used. These game pages were built around information that surfaces in interviews, resume preparation, and filling out applications. Grids can be created easily to include other materials on which the students are working. (In fact, instant grids can be made in class, with students folding their papers to create grid squares and copying the simple content from the blackboard, or students can suggest appropriate interview questions themselves, as long as this part of the game doesn't consume too much of the talking time.)

In order to give purpose to the exercise, a pair of students interviewing each other should report at least a part of the information about their partners to the entire class. This has the added advantage of helping all the students learn more about each other. (Some care needs to be taken in selecting content: don't include anything which might be somewhat embarrassing to the student or the class. It's also appropriate to indicate that Americans usually do not like to answer questions about their age, weight, or perhaps about how many years they went to school, and certainly not about how much money they earn at their jobs.)

Remind students that spelling and writing are not important, and the papers will not be checked or graded. This is a speaking/listening drill; success is measured by students' being able to tell the group what they learned in "Getting to Know You".[1]

1 For MELT competency summary for "Getting to Know You" interview and social language grids, see last page, page 33.

1 WHAT IS YOUR FIRST NAME? PLEASE SPELL IT.	2 WHAT IS YOUR LAST NAME? PLEASE SPELL IT.	3 WHERE ARE YOU FROM?
4 WHAT IS YOUR ADDRESS?	5 WHAT IS YOUR CITY?	6 WHAT IS YOUR STATE?
7 WHAT IS YOUR ZIP CODE?	8 WHAT IS YOUR TELEPHONE NUMBER? PLEASE WRITE IT FOR ME.	9 WHAT IS YOUR SOCIAL SECURITY NUMBER?

. WHAT IS YOUR NAME? PLEASE SPELL IT FOR ME.	2. WHERE ARE YOU FROM?	3. WHEN DID YOU COME TO THE UNITED STATES?
. ARE YOU MARRIED?	5. WHAT DID YOU DO IN YOUR COUNTRY?	6. WHAT KIND OF JOB DO YOU WANT IN COLORADO?
. WHAT DO YOU LIKE TO DO FOR FUN?	8. TELL ME SOMETHING YOU DON'T LIKE.	9. WHAT CAN YOU DO VERY WELL?

SOCIAL LANGUAGE: Making friends at work. Form Language Practice.

Talk to other students. Write the answers to the questions.

Height Who is the tallest man in the class? What is his height?	Age Who is the youngest student in the room? What is his/her age?	Date of Arrival in the U.S. Who has been in the United States the shortest time? What was his/her arrival date?
Marital Status How many students are married?	Previous Employment/Countries of Origin How many students had jobs in their countries of origin?	DOB Was anyone in the class born in 1963?
Aptitude Find 2 students who can speak 3 languages.	Personal Interests How many students can swim?	Job Skills Find 3 people who have driver's licenses.

II. FEEDBACK FOR FUN AND PROFIT

Native-speaker boss: "Get me that thingamajig on the bottom shelf, and make it snappy."

Non-native-speaker worker: "What?"

Boss (louder): Get me the thingamajig on the bottom shelf, and move it!"

Worker: "What?"

Boss (shouting): "Hey, stupid, GET ME THE THINGAMAJIG ON THE ..."

It's the rare second-language learner who hasn't run into the "LOUDER is clearer" school of clarification, but it's even rarer when this process results in improved communication. We can help both the speaker and the listener by giving our students some tools or strategies for insuring that accurate communication has indeed occurred.

A. Active Listening

Active listening is a communication skill which involves feedback from the listener to the speaker to be sure that the message has been understood. It is an extremely effective approach to language learning since it provides a way for students to know when they understand as well as when they have been understood. It also lets the teacher or native speaker of English know how much was understood and where clarification is needed.

Active listening is vital for success on the job and for survival out there in the real world. The process of following multi-step directions is an example of what effective active listening can contribute to success on the job. The supervisor might say, "Stack all the chairs from room 212 in room 210, then wash the walls, and wash and wax the floor". If the non-native English speaker understands most of the directions but is unsure of one piece of information, he can say "Okay, I take out chairs, wash walls, wash floor, wax floor. I don't know what room[2] - 210 or 212[3] ?" This way the supervisor knows the worker understood most of the directions but was unclear about the room number. Both the worker and the supervisor benefit from the process of clarification. One of the reasons active listening is so effective is that it gives the responsibility for understanding to the listener with a definite strategy for checking it out.

MELT Competencies:
2 Cla-15
3 Cla-16

We're trying to help students develop habits they can use almost without thinking. This requires practice and more practice. Games can provide an opportunity for necessary repetition in an activity that is non-threatening and fun, so the student gets sufficient drill as well as positive reinforcement.

Here are two techniques for feedback which can be used for a variety of purposes and with students at almost any level by varying the content in the questions.

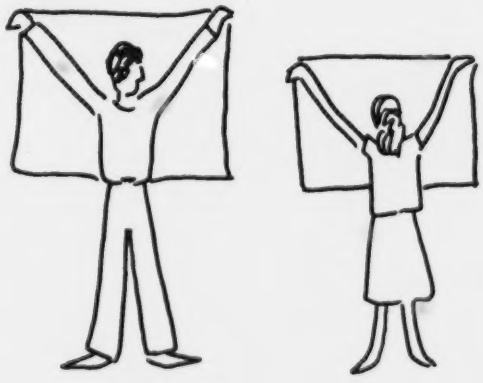
Barricade Games for Active Listening

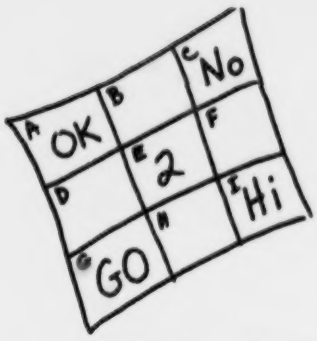
Students work in pairs, sitting across from each other with a barrier between them so neither player can see his or her partner's work. An open notebook or folder or large book provides a simple screen.

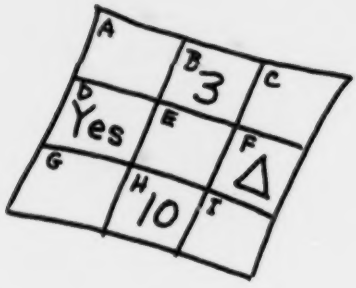
1A and 2A, the grids for beginners, are goldenrod and purple; 2A and 2B for intermediates, blue and gray; 3A and 3B for advanced students, green and canary yellow. In each case, each student in a pair has a grid with an equal number of squares, but with only half the squares filled in. Student #1 has the odd-numbered squares filled in; student #2, the even squares.

The teacher and a partner should demonstrate the game (without giving away the answers!) before the students begin. The following example can be used as a demonstration for games at any level.

On a chalkboard, flip chart, butcher paper taped to the wall, etc., demonstrators a and b will each draw different grids like those at the top of the next page. The demonstrators should be located so that they cannot see each other's work, but so that the students can monitor both of them. (This can be done by working back to back.) A sample script is on the next page.







Sample script for demonstration of active listening process:

a. In square A, write "OK".

b. I don't understand.[4] Please repeat.[5]

a. Write "JK" in square A.[6]

b. In the first square, #A, I write "Okay." Do I write big O, small k, a, y?

a. No. Just write big letters. Write capital O, capital K.

b. Capital O, capital K.

a. What do I write in #B?

b. Write the number 3.

a. Okay. I write the number 3 in square #B. That's the second square. Now, in square #C, write the word "No".

b. Please speak slowly.[7]

a. Okay, in square #C, put (etc...)

Each time instructions are given, the listener must repeat what s/he has heard. Either partner may ask questions any time s/he needs more information or does not understand. All instructions must be in English. No gestures or sharing of papers is allowed.

When both grids have been completed, the barrier is removed and the partners compare papers to see how well they have understood. If the papers are identical, they have done the same as scoring 100% on an exam. If many in the class did not do well, further game-playing is in order.

After all partners have completed the activity, ask them how they did the game and successfully filled in the grids. They will probably mention repetition, questioning, and feedback as primary strategies. This is another good chance for them to learn from each other by sharing.

Melt Competencies:
4. Cla-1 5. Cla-2 6. Cla-4 7. Cla-3

Game 1A/1B (purple and goldenrod): Students must know the alphabet in order to follow directions. For this particular game, writing numbers, time, and money amounts is also necessary, as well as square (or box) and circle or O.

For variations on the game, any other written information which is being taught in the class may be used to form new grids. Examples might be 5'2"; Name; First; Last; Address; Telephone number of the school or 911, the emergency number; Date; Age; Dime.

Game 2A/2B (blue and gray): Students need to fill in the alpha-numeric coding in the upper left-hand corner of each square before playing. Ask the group as a whole or individually to try filling in the other letter/number codes without your help. Then complete the labelling as a group. You may want to tell them that codes like this are used in many businesses for storing materials and information.[8]

Aa1	Ab2	Ac3	Ad4
Ba1	Bb2	Bc3	Bd4
Ca1	Cb2	Cc3	Cd4
Da1	Db2	Dc3	Dd4

For this particular game, students need to know basic shapes (square, circle, triangle).

Game 3A/3B (green and canary yellow): Students need to know terms for spatial relationships: top, bottom, center, left, right. (See 2A/2B for method of completing the labels for the squares.) The words are from job applications.

MELT Competencies:
8. EOJ-8

1A

A WORK	B	C STOP	D
E	F 	G	H $ 1.00
I 25¢	J	K 	L

MELT Competencies:
square C - Tra-2
square H - Mon-2
square I - Mon-2
WORK, X - literacy

1B

A	B 6:00 a m	C	D May 8, 1985
E O	F	G 18	H
I	J USA	K	L TV

MELT Competencies:

square B - Tim-3
square D - Tim-7
squares E, G, USA, TV - literacy

2A

Aa1 DANGER	Ab2	Ac3 421-6000	Ad4
Ba1	$5.25/hr.		
Ca1 Job		resumé	

MELT Competencies:

square Aa1 - EOJ-7
square Ac3 - Tel-2
square Bb2 - EFJ-13
square Ca1, Cc3 - Application words

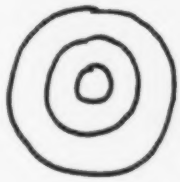
2B

Aa1	Ab2	Ac3	Ad4 9:00-5:00
Ba1		EXIT	
Ca1	2275 Main St.		Skill

MELT Competencies:

square Ad4 - EFJ-12, Tim-3
square Bc3 - Hou-8, EOJ-7
square Cb2 - Per-13
square Cd4 - EFJ-9 (application word)

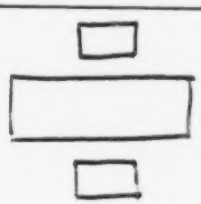
3A

	top center nationality	
Afg-67289	center	
bottom left	benefits	

MELT Competencies:

top center square - EFJ-21 (application word)
left center square - EOJ-8
bottom center square - EFJ-23

3B

reference		top right $ 372, 418.40
	experience	right center
	bottom center	residence

MELT Competencies:

top left square - EFJ-9 (application word)
center square - EFJ-9
bottom right square - EFJ-9

Variations on Active Listening Games

In a multi-level class, all students can do the exercise together by using different forms of the game. For example, advanced students could do Active Listening with game 3A/3B while beginning students were also doing Active Listening but were using grids 1A/1B. One demonstration would prepare both groups.

The game can also be used by any even number from a single pair to the whole class. If you have an uneven number of participants, the "spare" can be a roving monitor, telling students to check their work if s/he sees errors. S/he should not give them the answers. An appropriate suggestion might be, "Look at the top line. I see a problem." For beginners, s/he might tell them to look at square A again.

The games can be used for initial practice, for review, and for introductin of the idea to students who were absent or who entered the class late. They are also a good "filler" when some students finish their work before others.

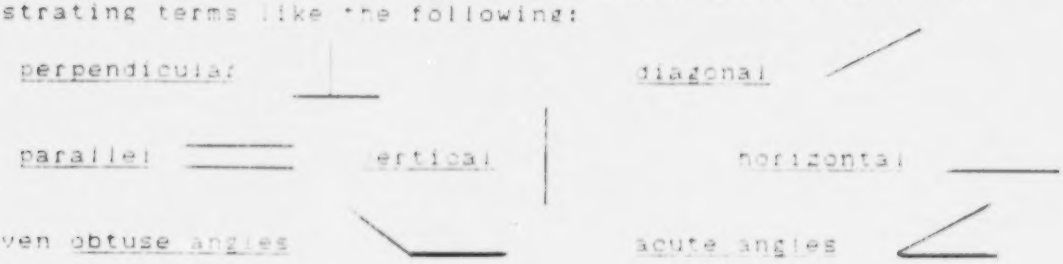
Using Cuisenaire Rods or other pairs of i...ical objects

All levels may also play the game by creating identical patterns or constructions with rods or other paired objects (e.g., spoons, sewing spools, small tools, pieces of fabric, children's Lego blocks - the possibilities are endless.), again with a barrier between the students in order that they may use only speaking and listening for comprehension. This is free-form, and its variations are limited only by the vocabulary and imagination of the students. It is most successful when it follows the more structured grid games discussed earlier in this chapter.

Low-level students will need pre-teaching of prepositions and describers such as on top of, under, next to, far from, lying down, standing up, and color names.

The brown rod is lying down.
The green rod is standing up
on the brown rod.

More advanced students may need a "blackboard dictionary" illustrating terms like the following:



Again, success is measured when the barricades are removed and patterns are compared.

B. L.R.D.: The Following Directions Game

The objects of the game are to have the students

LISTEN to a set of multi-step instructions;

REPEAT what they have heard;

DO what they have been told.

Students must repeat what they have heard before they perform the indicated actions. Students may ask to have the instructions repeated, and the instruction-giver may correct any errors he hears. Again, doing the tasks correctly is proof of successful communication.

Variations: Teacher may choose card (helpful if some students need simple cards and others can handle more difficult ones).

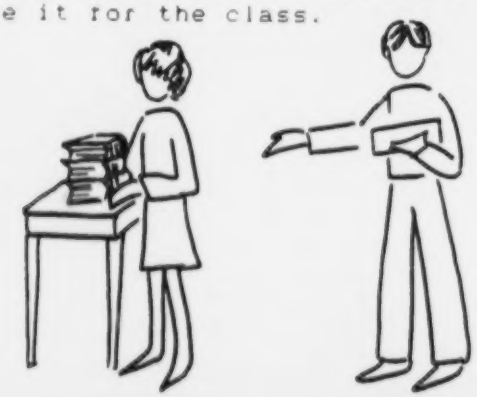
Student leader may choose card.

Each student may choose a card and direct another student to follow his directions.

Students may practice in pairs, alternating as reader and listener/repeater/doer.

Students may form teams and compete for highest score.

This game is useful for recycling at the beginning and ending of class periods; as review; as peer teaching, with one student helping a newcomer learn the process; and as a "wake-up" activity for slow days. It's good to compile your own stack of cards, utilizing things which the students have been taught. Students may also write cards for the class - although they are frequently too demanding of their classmates! If nobody successfully completes a student's set of directions, s/he must then demonstrate it for the class.



Following Directions cards, beginning level:
(Copy the white master. Cut the copies apart to form cards.)

---

1. Pick up 3 books.

   Stack them neatly.

   Tell the students that you have finished.

---

2. Go to the chalkboard.

   Count the pieces of chalk.

   Tell the teacher that you need more chalk.

---

3. Pick up the cloth.

   Clean the back of your chair.

   Clean under the seat.

   Ask if the work is OK.

---

4. Tell the teacher you don't understand.

   Ask the teacher to read this to you again.

   Say "Thank you" for the help.

---

5. Go to the blackboard.

   Write your last name.

   Write your first name.

   Write your date of birth.

MELT Competencies:
#1 - EOJ-11
#2 - EOJ-10, EOJ-23
#3 - EOJ-1, EOJ-16
#4 - Cla-1, Cla-2
#5 - EOJ-25, Per-4

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Following Directions cards, intermediate level.
(Copy the white masters. Cut copies apart to form cards.)

---

6. Go three steps straight ahead.

Turn right and go four steps.

Turn left and stop.

---

7. Tell me your height, your marital status,

and your country of origin.

---

8. Find a pencil. Take it to the pencil

sharpener. Sharpen it. Put it back

where you found it.

---

9. Give a red rod, 2 black rods, and a dark

green rod to the student nearest the door.

---

10. Take a piece of chalk. Give it to the

teacher. Ask him or her to write his or her

middle name. Write your signature under the

teacher's name.

MELT Competencies:
#6 - Dir-4, Dir-9
#7 - Per-13, Per-15
#8 - EOJ-14
#9 - EOJ-16
#10 - EOJ-19

Following Directions cards, advanced level.
(Copy white master. Cut copies apart to form cards.)

---

11. Count the chairs (or desks), tables, and people in this room. Do not write the numbers. Then tell me how many of each there are.

(A few minutes after the student has begun, interrupt him and ask him if he has finished.)

---

12. Put your left hand on your head.
Put your right hand under your left elbow.
Put your left foot in front of your right foot. Don't fall down!

---

13. Tell another student your address and ask him or her to repeat it. Then ask him or her his/her address and repeat it.

---

14. Tell me how to get to your house from school. Watch me draw a map on the blackboard. Correct me when I make a mistake.

---

15. Put on the blindfold. Walk straight ahead until someone warns you to stop. Then turn around and come back to the place where you began. Take off the blind-fold.

MELT Competencies:
#11 - EOJ-3, EOJ-15
#12 - EOJ-25
#13 - Cla-2, 4, 14
#14 - Dir-10, 13
#15 - EOJ-17

III. LEASE SHOW ME: A TPR TASK-SHADOWING GAME

More and more newly-arrived non-native English speakers are going to work very soon after arrival in the U.S. and often before their English skills have reached a point at which real communication with average American employers can occur. Their entry-level jobs, however, are almost all made up of tasks which can be demonstrated. Teaching students to ask for demonstration can be a very effective crutch while English skills are being acquired.

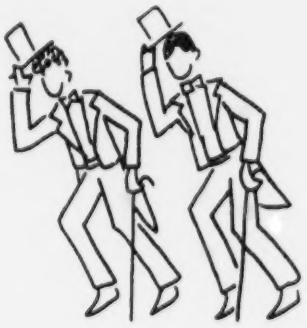
An easy way to accomplish this is through Total Physical Response (TPR) activities in which the instructor models the activity while saying what s/he is doing (see attached scripts). After modeling, the teacher repeats the instructions and the students copy the teacher's actions. Then the teacher repeats the instructions and the learners perform the indicated tasks alone. Finally, the students repeat the instructions while performing the actions until they can do both without help.

This is very similar to Task Shadowing, an industrial technique in which the worker learns by watching and copying a skilled person. TPR, however, adds the language component.

The following are examples of TPR activities which may be used for this purpose. You will undoubtedly be able to write more which will apply to specific things your students are learning. As classes work with the technique, TPR exercises with additional steps may be used. Students can write their own exercises to use in teaching another student.

You may use either actual props or pictures (plus imagination) to facilitate memory, include the whole-body action which is at the root of TPR's success, and make the activity "real." After one student learns an operation, he may teach a second student, that one can teach a third, etc.

When our students don't understand, they feel more comfortable knowing how to say, "Please show me - and I can do it."



MELT Competency:
9. EOJ-26

Please Show Me - Beginning level

Sorting

1. Get a pile of rods.
2. Put the green rods in one place.
3. Put the black rods in another place.
4. Put the red rods together.
5. Tell the boss you are finished.

MELT Competencies:
#5 - EOJ-11

Please Show Me - TPR. Intermediate level

Using a Pay Telephone

1. Read the directions.
2. Pick up the receiver.
3. Put the correct money in the slot.
4. Listen for the dial tone.
5. Dial the number.
6. Listen for someone to answer the phone.

Buying a Coke

1. Get 50¢ in quarters, dimes, or nickles.
2. Put the money in the slot in the machine.
3. Push the button for Coke.
4. Wait a minute.
5. Pick up the can and open it.
6. Smile and drink the Coke.

or

5. You don't get a Coke.
6. Tell the office worker, "I lost 50¢ in the machine."

MELT Competencies:
Telephone - Mon-2
Coke - Mon-2, 3, and 5

Please Show Me - advanced level

Mailing a Letter

1. Write your name and address in the upper left corner of the envelope.
2. Write your friend's name and address in the middle of the envelope.
3. Fold the letter.
4. Put the letter into the envelope.
5. Lick the flap and seal the letter.
6. Put a stamp in the upper right corner of the envelope.
7. Put the envelope in the mailbox.

MELT Competencies:
CmS-7

IV. SUMMARY OF MELT COMPETENCIES**

p. 2. Interview grid, beginning level
square 1 - Cla-10; Per-1, 2, 3, 13; Soc-1, 11
square 2 - Per-1, 2, 3, 12
square 3 - Per-13; Soc-11
squares 4, 5, 6, 7 - Per-4, 13
square 8 - Cla-10
square 9 - EFJ-5; Per-1

p. 3. Interview grid, intermediate level
square 1 - Per-1, 2, 3
square 2 - Per-1
square 3 - Tim-10, 12
square 4 - Per-1
square 5 - EFJ-1
square 7 - Soc-6, 24
square 8 - Soc-6
square 9 - EFJ-4, 16

p. 4. Social language grid, advanced level
square 1 - Per-15
square 2 - Per-1
square 7 - Per-10
square 8 - Soc-6, 24

p. 8. Cla-15, Cla-16

p.10. Cla-1, 2, 3, 4

p.11, EOJ

p.12. Active Listening grid, beginning level, 1A
square C - Tra-2
square H - Mon-2
square I - Mon-2
WORK, X - literacy

p.13. Active Listening grid, beginning level, 1B
square B - Tim-3
square D - Tim-7
squares E, G, USA, TV - literacy

p. 16. Active Listening grid, intermediate level, 2A
square Aa1 - EOJ-7
square Ac3 - Tel-2
square Bb2 - EFJ-13
squares Ca1, Cc3 - Application words

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p.17. Active Listening grid, intermediate level, 2B
square Ad4 - EFJ-12, Tim-3
square Bc3 - Hou-8, EOJ-7
square Cb2 - Per-13
square Cd4 - EFJ-9 (application word)

p.20. Active Listening grid, advanced level, 3A
top center square - EFJ-21 (application word)
left center square - EOJ-8
bottom center square - EFJ-23

p.21. Active Listening grid, advanced level, 3B
top left square - EFJ-9 (application word)
center square - EFJ-9
bottom right square - EFJ-9

p.26. #1 - EOJ-11; #2 - EOJ-10, 23; #3 - EOJ-1, 16; #4 - Cla-1, 2
#5 - EOJ-25, Per-4

p.27. #6 - Dir-4, 9; #7 - Per-13, 15; #8 - EOJ-16; #9 - EOJ--16;
#10 - EOJ-17

p.28. #11 - EOJ-3, 16; #12 - EOJ-25; #13 - Cla-2, 4, 14;
#14 - Dir-10, 13; #15 - EOJ-17

p.29. EOJ-26

p.30. #5 - EOJ-26

p.31 - Telephone - Mon-2;
Coke - Mon-2, 3, 8

p. 32 - CmS-7

**MELT Core Curriculum competency designations have been noted in footnotes and on this page to assist those individuals and programs which have a competency-based curriculum utilizing material from the Mainstream English Training project of the Office of Refugee Resettlement.

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TEAR-OUT MASTERS FOR PHOTOCOPYING

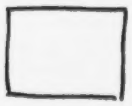
1 WHAT IS YOUR FIRST NAME? PLEASE SPELL IT.	2 WHAT IS YOUR LAST NAME? PLEASE SPELL IT.	3 WHERE ARE YOU FROM?
4 WHAT IS YOUR ADDRESS?	5 WHAT IS YOUR CITY?	6 WHAT IS YOUR STATE?
7 WHAT IS YOUR ZIP CODE?	8 WHAT IS YOUR TELEPHONE NUMBER? PLEASE WRITE IT FOR ME.	9 WHAT IS YOUR SOCIAL SECURITY NUMBER?

1. WHAT IS YOUR NAME? PLEASE SPELL IT FOR ME.	2. WHERE ARE YOU FROM?	3. WHEN DID YOU COME TO THE UNITED STATES?
4. ARE YOU MARRIED?	5. WHAT DID YOU DO IN YOUR COUNTRY?	6. WHAT KIND OF JOB DO YOU WANT IN COLORADO?
7. WHAT DO YOU LIKE TO DO FOR FUN?	8. TELL ME SOMETHING YOU DON'T LIKE.	9. WHAT CAN YOU DO VERY WELL?

SOCIAL LANGUAGE: Making friends at work. Form Language Practice.

Talk to other students. Write the answers to the questions.

Height Who is the tallest man in the class? What is his height?	Age Who is the youngest student in the room? What is his/her age?	Date of Arrival in the U.S. Who has been in the United States the shortest time? What was his/her arrival date?
Marital Status How many students are married?	Previous Employment/Countries of Origin How many students had jobs in their countries of origin?	DOB Was anyone in the class born in 1963?
Aptitude Find 2 students who can speak 3 languages.	Personal Interests How many students can swim?	Job Skills Find 3 people who have driver's licenses.

A	B	C	D
WORK		STOP	
E	F	G	H
			$ 1.00
I	J	K	L
25¢			

L	K	J	I
			25¢
H	G	F	E
$ 1.00			
	STOP		WORK

A	B 6:00 am	C	D May 8, 1985
E ○	F	G 18	H
I	J USA	K	L TV

Job		resumé	
Ba1	$5.25/hr.		
Aa1 DANGER	Ab2 421-6000	Ac3	

Job	resumé		
Ba1	$5.25/hr.		
Aa1 DANGER	Ab2 421-6000	Ac3	

Aa 1	Ab 2	Ac 3	
	☒		9:00-5:00
Ba 1 →		EXIT	
	2275 Main Street		Skill

bottom left	benefits	
Afg - 67289	center	
	top center nationality	
	center	
	benefits	

	top right	
reference		$372,418.40
	right center	
experience		
	bottom center	
residence		

Following Directions cards, beginning level:
(Copy the white master. Cut the copies apart to form cards.)

---

1. Pick up 3 books.

   Stack them neatly.

   Tell the students that you have finished.

---

2. Go to the chalkboard.

   Count the pieces of chalk.

   Tell the teacher that you need more chalk.

---

3. Pick up the cloth.

   Clean the back of your chair.

   Clean under the seat.

   Ask if the work is OK.

4, Tell the teacher you don't understand.

   Ask the teacher to read this to you again.

   Say "Thank you" for the help.

---

5. Go to the blackboard.

   Write your last name.

   Write your first name.

   Write your date of birth.

MELT Competencies:
#1 - EOJ-11
#2 - EOJ-10, EOJ-23
#3 - EOJ-1, EOJ-16
#4 - Cla-1, Cla-2
#5 - EOJ-25, Per-4

Following Directions cards, intermediate level.
(Copy the white masters. Cut copies apart to form cards.)

---

6. Go three steps straight ahead.
   Turn right and go four steps.
   Turn left and stop.

---

7. Tell me your height, your marital status,
   and your country of origin.

---

8. Find a pencil. Take it to the pencil
   sharpener. Sharpen it. Put it back
   where you found it.

---

9. Give a red rod, 2 black rods, and a dark
   green rod to the student nearest the door.

---

10. Take a piece of chalk. Give it to the
    teacher. Ask him or her to write his or her
    middle name. Write your signature under the
    teacher's name.

MELT Competencies:
#6 - Dir-4, Dir-9
#7 - Per-13, Per-15
#8 - EOJ-16
#9 - EOJ-16
#10 - EOJ-19

Following Directions cards, advanced level.
(Copy white master. Cut copies apart to form cards.)

---

11. Count the chairs (or desks), tables, and people in this room. Do not write the numbers. Then tell me how many of each there are.

(A few minutes after the student has begun, interrupt him and ask him if he has finished.)

---

12. Put your left hand on your head.
Put your right hand under your left elbow.
Put your left foot in front of your right foot. Don't fall down!

---

13. Tell another student your address and ask him or her to repeat it. Then ask him or her his/her address and repeat it.

---

14. Tell me how to get to your house from school. Watch me draw a map on the blackboard. Correct me when I make a mistake.

---

15. Put on the blindfold. Walk straight ahead until someone warns you to stop. Then turn around and come back to the place where you began. Take off the blind-fold.

MELT Competencies:
#11 - EOJ-3, EOJ-16
#12 - EOJ-25
#13 - Cla-2, 4, 14
#14 - Dir-10, 13
#15 - EOJ-17